BULLETIN OF THE UNIVERSITY OF TEXAS

No. 50.

ISSUED SEMI-MONTHLY

General Series No. 11 *January 15, 1905*

WHAT SHOULD BE DONE BY UNIVERSITIES TO FOSTER THE PROFESSIONAL EDUCATION OF TEACHERS?

BY

W. S. SUTTON,

Professor of Education in The University of Texas.

PUBLISHED BY

THE UNIVERSITY OF TEXAS

Entered as second-class mail matter at the postoffice at Austin, Texas

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"Cultivated mind is the guardian genius of democracy. . . It is the only dictator that freemen acknowledge and the only security that freemen desire."

President Mirabeau B. Lamar.

28 OCT 1905
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WHAT SHOULD BE DONE BY UNIVERSITIES TO FOSTER THE PROFESSIONAL EDUCATION OF TEACHERS?

(A paper read in New Orleans, November 3, 1904, by W. S. Sutton, Professor of Education in The University of Texas, before the Association of Southern Colleges.)

Education, in common with the other liberal arts born in modern times, has had a long and an arduous struggle to secure recognition. For its tardy acceptance by the college world as a study worthy of serious thought there have been two causes especially aggressive and efficient. The first of these causes may be stated thus: The Renaissance fixed in the minds of schoolmasters and students the belief that learning is the end and aim of education, and learning, too, confined almost exclusively to the languages and literatures of ancient Greece and Rome. This culture-material of the Classics being once fastened upon the world, faith in its efficiency and all-sufficiency became as unyielding as that of the sturdiest Calvinist in foreordination, predestination, eternal damnation, and other doctrines "so wholesome and full of comfort," as my sainted grandmother used to say. Education, as well as any other aspiring new subject, found the greatest difficulty in securing admission into the curriculum, for it is as true in the field of education as in politics that the way of the "trust-buster" is hard.

The second of the causes is the opinion, long entertained by people generally, including even teachers themselves, that there is no science of teaching. About twenty years ago a leading educational official in England, the Honorable Robert Lowe, declared that there could be "no such thing as a science of education,"[1] a statement which our English cousins accepted without question, and of which not a few American educators heard with manifestations of delight. But it is not necessary to go so far back into the past for proof that education is not universally regarded as a science. To a popular magazine Professor Barrett Wendell, of Harvard University, contributed only a few weeks ago an article in which these two sentences occur: "Of all educational superstitions, we may freely admit, none is more instantly apparent than that which worships the classics and mathematics as idols. And yet the newer educational superstition, which bows the knee to pedagogics, is beginning to seem more mischievously idolatrous still."[2]

In spite of the hindering causes above recorded, in spite, too often, of the fact that some of the leaders in the study of education were blessed with more zeal than either scholarship or sense, in spite of the ravages wrought by fakirs, mountebanks and camp-followers, swift to take advantage of opportunities afforded by the exploiting of a new

[1] Quick's *Educational Reformers*, p. 379.

[2] "Our National Superstition," *The North American Review* for September, 1904, p. 401.

idea, the history of the movement to dignify the office of the teacher, to establish education upon the basis of reason rather than upon that of tradition or caprice or empiricism, to elevate education to the plane of other worthy subjects, not to exalt it above them, but to give it equal rank with them—the history of that movement, I say, no fair-minded man can deny is worthy of great honor, for it records the deeds of those valiant souls who, enduring crosses and despising shame, have for a half-century or longer been actively engaged on the firing line of educational reform. That history is too long to be set forth upon this occasion; but it may not be amiss to tell the story, as briefly as may be, as it relates to American universities.

I desire for a moment, however, first to call attention to the European beginning of the movement. Early in the nineteenth century Pestalozzi established a school for teachers in Yverdun, a town in a French canton of Switzerland. Though his scholarship was meagre, though he was without executive qualifications, though his own school proved to be a pitiful, tragic failure, his faith in the wisdom and the necessity of the professional education of teachers attracted the attention of some thoughtful men in Germany, in England, in America, and in other countries, and the seed sown during the self-denying life of the Swiss reformer found in other lands soil favorable for germination and growth.

In 1849 President Wayland, of Brown University, who had been insisting without success that the benefits of education were confined to only a very small class of the American population, and that, therefore, universities should be reorganized in order to include classes not before represented, offered his resignation of the presidency of that institution. The corporation declined to agree to his withdrawal from the university, appointing a committee, with Dr. Wayland himself as chairman, to prepare a report in which desirable reforms should be recommended. This committee reported in the spring of 1850. Among the new courses suggested in the report, which the corporation afterward adopted, is to be found "a course of instruction in the science of teaching."[3] This course was announced under the name Didactics and was described in the Brown catalogue of 1850-51 as follows, being the very first announcement of a course in education to be given in an American university:

"*Didactics.*—This department is open for all those who wish to become professional teachers. A course of lectures will be given on the habits of mind necessary to eminent success in teaching; the principles which should guide in the organization of the school; the arrangement and adaptation of the study to the capacity of the learner; the influences to be employed in controlling the passions, forming the habits, and elevating the taste of the young, and on the elements of the art of teaching, or the best methods of imparting instruction in reading, grammar, geography, history, mathematics, language, and the various other branches taught in our higher seminaries. All these lectures are accompanied with practical exercises in which each member is to participate.

"For the benefit of teachers generally a class has already been formed

[3] Barnard's *Journal of Education*, Vol. 13, pp. 778-780.

consisting of persons not connected with the university. * * * Lectures are given at the lecture room of the high school, on Benefit Street, twice a week on the various topics embraced in the course of elementary teaching." [4]

The first professor of Didactics in Brown University was S. S. Greene, one of the thirty-one Boston schoolmasters who had helped to make Horace Mann famous by attacking, in 1844, his celebrated Seventh Annual Report, a document devoted especially to advocating the study of education. When Professor Greene began his work in Brown University in 1850 he, no doubt, said to himself, "This is a case of poetic justice;" but he probably consoled himself by recalling that passage of scripture which reads: "Joy shall be in heaven over one sinner that repenteth more than over ninety and nine just persons who need no repentance." In 1854, for want of funds, the Chair of Didactics was abolished at Brown University, her students being thereafter permitted to study education courses in the Rhode Island Normal School, which had been established in Providence. Education did not again find its way into the Brown University curriculum until almost fifty years had elapsed.

The next effort to establish education as a college course was made in Antioch College by Horace Mann, who, after serving twelve years as Secretary of the Massachusetts Board of Education and a term or two in Congress, became in 1853 the president of the institution just now named. It is believed that the instruction given was of the normal school, rather than of university, grade. How long even this kind of instruction was offered at Antioch, is not surely known; but it certainly ceased with the downfall of the college in the early days of the Civil War.

A feeble legislative attempt to provide instruction in education at the Missouri State University was made in 1867; but the effort resulted in failure, there being at that time no one in that State to "show" the Missourians how the thing could be done. That was before the days, we remember, of the vigorous and progressive administration of President R. H. Jesse.

In the State University of Iowa, from 1856-1873 were undertaken abortive plans to insure instruction to teachers. This plan finally culminated in the establishment of the Chair of Mental Philosophy, Moral Philosophy and Didactics. The Didactics being only one tail, and a very small one at that, attached to those two big mental and moral philosophy canines, it is no wonder that they found it both easy and amusing to wag in any way they pleased the caudal appendage they held in common.

To Michigan University belongs the honor of establishing in this country the first professorship to be devoted exclusively to the professional side of the equipment of teachers. This chair was established in June, 1879, when there were in the English-speaking world only two college chairs of education—the Bell chairs in Edinburgh and St. Andrews. The Michigan chair was founded as the result of the persistent efforts of President Angell who, both as a student and as a professor in

[4] *Educational Review*, Vol. 19, p. 112.

Brown University, had profited by his acquaintance with President Wayland. In the circular describing the proposed work of the new chair these purposes were enumerated:

"1. To fit university students for the positions in public school service.

"2. To promote the study of education science.

"3. To teach the history of education and of educational systems and doctrines.

"4. To secure to teachers the rights, prerogatives and advantages of the profession.

"5. To give a more perfect unity to the study of educational system by bringing the secondary schools into closer relations with the University." [5]

Following Michigan's example, Johns Hopkins, Cornell, Wisconsin, Kansas, De Pauw, Leland Stanford, Columbia, Harvard, Texas, Missouri, and the great majority of other reputable American universities, have established education chairs, or even departments of education, coordinate with the departments of law, medicine and theology. Only a few weeks ago the School of Education, which has been one of the schools of The University of Texas since 1892, was, by unanimous vote of the Board of Regents, expanded into a department, thus saying to the people of Texas that, in their university, teaching is to be considered a profession as honorable as law, medicine, or engineering.

Before leaving this phase of the subject, I can not refrain from calling attention to the plea for the study of education, made in his annual report of 1882 by that great college president, F. A. P. Barnard, of Columbia. I would that there were time to quote his entire discussion of the value of the study of education, for the argument is so clearly, fully, and convincingly made that to-day it stands in need of no revision. Only time enough is taken to quote here the last sentence of that ten- or eleven-page discussion: "In no other way which it is possible * * * to imagine, could the power of this institution for good be made more widely, effectively felt than in this [professional education of teachers]; in no other way than in this could it do so much to vivify and elevate the educational system of this great community, through all its grades, from the highest to the lowest." It was largely because of President Barnard's insight and executive power that the great State of New York and the country at large have enjoyed the benefits of the pedagogical instruction once offered in Columbia's School of Philosophy and Education, and now given in Teachers College, into which the education portion of that school has been merged and from which lovers of sound learning and sane teaching in all parts of the Union are receiving both inspiration and practical guidance.

From 1860 to 1904 many other things truly happened—things which have not been set down above and which are not devoid of interest. In 1860, Dr. John M. Gregory, then State Superintendent of Public Instruction, first gave to the senior class and some other students in Michigan University, a short course of lectures, his services being considered

[5] Hinsdale in *Educational Review*, Vol. 19, p. 118.

as a kind of pedagogic *lagniappe,* as one would say in New Orleans. Many were the changes wrought in order to develop this embryo professional school into a teachers' college, such as may be found in Columbia, in which to-day are found a greater number of professors and instructors and more courses of instruction than obtained in all of the departments of an average university a generation ago. It would be sad, and it may be unprofitable, to relate how the pioneer professor of education received such treatment as would lead one to suspect that he was in a habit of sitting on the back steps of the institution he served and of receiving such occasional crumbs of comfort as the more charitably inclined of his colleagues and the student-body were constrained to give him. It would be a painful task, though it might point a moral, to recount the perilous situations which educational courses occupied during the storm-and-stress period of the early days—counting at times nothing at all toward an academic degree, at other times receiving only partial credit, under the ban here, hiding out there, and all the time searching for some *modus vivendi* that would be in any degree tolerable. It is, indeed, a far cry from those days to our own, in which education ranks with Latin, Greek and mathematics, and in which the professor of education can not complain of unjust discrimination of either a social, a professional, or even a financial character.

The foregoing historical survey, imperfect as it is; nevertheless, makes it relatively easy to answer the question assigned me this evening. Let us now consider directly what should be done by universities to foster the professional education of teachers.

1. Universities should emphasize the doctrine that, as education is a vital factor in the development of the State and other social institutions, the scientific study of a matter so intimately connected with human progress and happiness, is commanded by both necessity and common sense. Though there is no such thing as authority in education, yet it is a well known fact that in universities one finds the nearest approach thereto. Through the centuries they have led the world in the adoption of pedagogical principles and practices, and they will prove false to the duties of leadership if they fail to demonstrate convincingly to the general public that education is a subject possessing unquestionable value, of both a disciplinary and a practical nature. A careful study of the answers to the questionnaire recently sent to a number of colleges and universities, both the questionnaire and the answers being given as appendixes to this paper, reveals the fact that not a few institutions in the South do not yet realize their obligations with respect to the study of education. To these institutions is recommended this paragraph copied from a letter of William Jolly to the Scotch Commissioners of Education:

"Our universities have, for generations, been training-schools for divinity, medicine and law. The anomaly has existed, and still exists, in the universities that for certain classes of the community elaborate systems of professional training have been provided and none for the educational. Such omission was natural for generations when it was not

known that there was such a thing as the Science of Education. But that day is surely past. Education is a science and art that requires as special training as any subject. It is surely time now that we should complete the circle of the professions in our universities by doing tardy justice to this one. Their wants in other subjects are being gradually and honorably supplied by the foundation of new chairs, representing new ideas of the age. Education still remains an open want."[6]

2. Leadership in education, which is among the great functions of the university, gives the right and involves the duty of promoting the professional growth of teachers by means of the printed page. There are to-day in the South school problems of the gravest importance, and her universities could do no work requiring greater intellectual power and productive of more desirable results than to prepare and distribute widely among her teachers bulletins in which these problems would be plainly set forth, together with the best means for attacking them which human reason has, up to this time, discovered.

3. Another powerful university agency in promoting the professional education of teachers is the summer session. The results so far attained in this direction justify the belief that the summer session has become a fixed feature of university endeavor. The inspiration teachers receive from only a few weeks of university instruction is worth far more than the mere instruction itself. Many a teacher, who by accident, it may be, has found his way to a university summer school, has had his own limitations revealed to himself for the first time, and has been encouraged in the formation of a fixed purpose to remove those limitations. That high resolve having been once firmly made, he has found ways and means by which to complete the university studies required for graduation.

4. One other agency, the value of which it is difficult to overestimate, but which is to be barely mentioned here, is that of university extension, to which the subject of education lends itself easily and effectively.

5. University courses in education should be conducted by university men trained especially in this kind of work, thus giving assurance that these courses will be characterized by university breadth and depth and rigor, and will, in consequence, be forever relieved of the suspicion that they are "snaps." While it was true that pedagogy itself was at one time not reduced to pedagogic form and, hence, had no right to rank with Latin or mathematics as a liberal art, that time is past, for in each of a number of departments of the field of education a definite and reputable body of knowledge has been so organized as to render it serviceable for purposes of instruction.

Again, these education courses should be in the hands of specialists who will give them their undivided attention. The guiding principle

[6] Barnard's *Journal of Education*, Vol. 26, pp. 527-528.

of the Apostle Paul's life, "This one thing I do," is an accepted canon in all forms of human enterprise in the modern world. For this reason it is not best that the professor of education should give courses in philosophy also, notwithstanding the fact that those two fields are, indeed, very closely related. If the professor have a *penchant* for philosophy he will find it difficult to prevent his neglect of education, and *vice versa*. Where his heart is, there also will his best work be done. Courses in education should be given for the sake of their own worth, and instruction in them should not be incidental. I have neither fear nor hope that Washington and Lee University, for example, will ever set the pedagogic woods in Virginia on fire should she not abandon her present policy of giving pedagogical instruction "incidentally as a part of the work of the School of Philosophy and other schools in which the material included in such courses is usually found."

6. University instruction in education should include courses in school management, principles of teaching, physical education, psychology applied to education, child study, the history and the philosophy of education, school supervision, as well as special professional courses relating to the teaching of English, history, mathematics, the ancient and modern languages, the natural sciences, including manual training and domestic economy, and any other subjects that should be taught in the secondary school. The time will come in our section of the country when courses relating to the kindergarten and the elementary school should be offered; but just now attention and energy should be directed to supplying the needs of our high schools for teachers rationally trained in higher institutions of learning.

Though it is urged that the professional courses above enumerated be thoroughly taught, let it be definitely understood that they should in no wise be inimical to purely academic courses. Not a single sane human being since the world began, so far as I have been able to learn, has questioned the imperative importance of scholarship as a qualification for teaching; but there has been so much puerile, abortive thinking about method that it may prove beneficial, and, at the same time, refreshing, to consider these emphatic sentences of that great Scotch leader in education, S. S. Laurie: "Philosophy commands us to use method in education, as in other business. Philosophy, in its ultimate meaning, is nothing but persistent thought on man, his nature, his capabilities, his purpose, his destiny. And the philosophy of education is simply the asking and answering of questions as to the ends or ideals of the philosophy of man, critising custom in the light of these, and then studying the processes by which true ends can best be reached—i. e., Method."[7]

In addition to the professional courses of instruction, students in education should receive systematic, scientific training in schools of observation and practice in order that they may have ample opportunity to verify and enrich theory by practice under skilled supervision, and may thus gain, before graduation, some actual and valuable experience in teaching.

[7] Laurie's *Institutes of Education*, p. 11.

As a positive concrete proof of the value of the study of the various phases of education attention is called to that great university president, Charles W. Eliot, whose greatness has been achieved, not wholly, but chiefly, through his earnest, vigorous grappling for forty years and more with the problems belonging to the managing and teaching of schools, and by whose labors a little provincial New England college has been transformed into a powerful national, yea cosmopolitan, university.

7. The profession of teaching is of sufficient importance to justify the creation and maintenance of the university department of education, co-ordinate with the departments of law, medicine and engineering. The material and the spiritual welfare of the state certainly depends as much upon the work of the teacher as upon that of the lawyer, physician or engineer. This statement is in line with the argument as to the advisability of founding a teachers' department which was made by Richard Mulcaster in his *Positions,* a quaint old work on education, published in 1581. A portion of that argument is here reproduced:

"Why should not teachers be well prouided for, to continue their whole life in the schoole, as *Diuines, Lawyers, Physicians* do in their seuerall professions? Thereby iudgement, cunning and discretion will grow in them: and maisters would proue olde men, and such as *Xenophon* setteth ouer children in the schooling of *Cyrus.* Wheras now, the schoole being vsed but for a shift, afterward to passe thence to the other professions, though it send out very sufficient men to them, it selfe remaineth too too naked, considering the necessitie of the thing. I conclude therefore that this trade requireth a particular college, for these foure causes. 1. First for the subject being the meane to make or mar the whole frye of our state. 2. Secondly for the number, whether of them that are to learne, or of them that are to teache. 3. Thirdly for the necessitie of the profession which maye not be spared. 4. Fourthly for the matter of their studie which is comparable to the greatest professions, for language, for iudgement, for skil how to traine, for varietie in all pointes of learning, wherin the framing of the minde, and the exercising of the bodie craueth exquisite consideration, beside the staidnes of the person." [8]

The work of the university department of education would not conflict with that done in normal schools as they are now generally conducted. The latter furnish, in addition to elementary training in education, academic instruction which at best is not superior to that which obtains in first-class high schools. Graduates of the normal schools are, therefore, not prepared for efficient service in secondary schools, being qualified for positions in the rural schools and the primary and intermediate grades in city schools. By sheer force of intellect and industry some students, after receiving normal school diplomas, qualify themselves by private study for successful work in high schools; but these few exceptional individuals should not be allowed to interfere with the inauguration and maintenance of that wise and well-recognized policy which demands that, in point of educational attainments, the teacher be

[8] Mulcaster's *Positions* pp. 248-249.

at least four years in advance of his pupils. The university department of education, therefore, offers to graduates of normal schools tempting opportunities to prosecute higher work of both an academic and a professional character.

8. In order that the university department of education may make large and continuous contributions to the ranks of truly qualified teachers, it is desirable to confer annually a number of scholarships upon young men and women who expect to make teaching their profession. The granting of such scholarships in education would greatly increase the efficiency of the lower schools, and that with comparatively little delay, for every year a large number of well-qualified teachers would go from the university class-rooms to accept positions in high schools, academies, and colleges. Herein is a direct and a certain way for the university to be of effective service to all classes of our citizenship, and in this way would be reproduced manyfold university life and spirit, and in places, too, that need them most. These scholarships would, furthermore, attract into the ranks of teachers men and women gifted with high intellectual endowments and positive moral force. The State or the church, as the case may be, can well afford to aid such men and women in securing their professional education, as they in turn, foregoing the honors and emoluments of other professions, would devote themselves to the service of teaching, a service without which it is "idle to expect the continuance of civil liberty or the capacity for self-government."[9] By these scholarships the preparation of students entering the university would be vastly improved, because teachers trained by university instructors would know definitely what is necessary to be done in order to meet satisfactorily the reasonable demands of the university. This policy would, furthermore, strengthen the bond of union between the university and the common schools, the strengthening of which bond is necessary to the complete development of them both.

Let us recapitulate the answer to our question. The university should foster the professional education of teachers by standing for the doctrine that the reflective study of education is indispensable to the evolution of the race, by publishing and distributing widely bulletins treating of educational problems, by establishing and maintaining the summer session, by sending members of the education faculty and members of other faculties to participate in teachers' institutes and associations, and by engaging in other forms of extension work beneficial to the schoolmaster, by confiding the teaching of education to trained specialists who will give themselves up exclusively to that service, by offering courses of the university stamp in the several branches of pedagogy, by equipping and conducting schools for observation and practice, by organizing into a department the work pertaining to teaching, and finally by inducing, through the bestowal of scholarships, men and women of talent and character to devote themselves to the study of that profession which is as broad and complex as the field of human life, that profession to which men accord the highest honor whenever they refer to Jesus of Nazareth as *The Great Teacher.*

[9] From the Declaration of the Independence of Texas, adopted March 2, 1836.

APPENDIXES TO THE PAPER ON THE PROFESSIONAL EDUCATION OF TEACHERS.

APPENDIX I.

Students pursuing courses in education in universities and colleges for men and for both sexes. (Taken from the report of the United States Commissioner of Education for 1902, vol. 2, pp. 1393-1394.)

State or Territory.	Students in Education Courses.	
	Men.	Women.
United States	4510	5265
North Atlantic Division	1495	573
South Atlantic Division	475	453
South Central Division	912	966
North Central Division	1482	2789
Western Division	146	464
North Atlantic Division.		
Maine	10	4
New Hampshire	7	0
Vermont	14	5
Massachusetts	39	0
Rhode Island	33	42
Connecticut	0	0
New York	978	293
New Jersey	12	0
Pennsylvania	402	229
South Atlantic Division.		
Delaware	0	2
Maryland	8	47
District of Columbia	12	95
Virginia	113	17
West Virginia	31	20
North Carolina	84	97
South Carolina	78	67
Georgia	59	48
Florida	90	60
South Central Division.		
Kentucky	260	162
Tennessee	388	438
Alabama	10	2
Mississippi	140	119
Louisiana	17	79
Texas	79	140
Arkansas	18	23
Oklahoma	0	0
Indian Territory	0	3

North Central Division.		
Ohio	238	525
Indiana	170	182
Illinois	202	794
Michigan	42	46
Wisconsin	131	107
Minnesota	57	104
Iowa	244	480
Missouri	140	146
North Dakota	20	100
South Dakota	24	107
Nebraska	164	169
Kansas	153	261
Western Division.		
Montana	3	7
Wyoming	1	31
Colorado	21	30
New Mexico	4	6
Arizona	0	3
Utah	85	268
Nevada	2	49
Idaho	1	2
Washington	2	6
Oregon	15	66
California	12	16

APPENDIX II.

Questions Concerning the Professional Education of Teachers in

_____

(Name of College or University.)

1. What courses in education are offered?

2. Is the work in the professional education of teachers organized as a department, co-ordinate with departments of law and medicine?

3. Or is it organized as a school, ranking with the school of Latin or the school of mathematics?

4. Or is the work given incidentally as a part of the work of the school of philosophy or of some other school?

5. (a) How many instructors are engaged in this work? (b) What is the academic rank of these instructors? (c) What is the total annual salary paid these instructors?

6. (a) How many individual students were enrolled during the session of 1903-04 in education courses? (b) What is the number already enrolled this year?

7. (a) Does the work in education include observation of classroom work? (b) Does it include actual practice in teaching?

8. (a) Is the work in observation and practice teaching conducted in a special school under the control of your institution? (b) If not, to what extent is this work directed and supervised by your instructors in education?

Replies from Southern institutions, by States:

ALABAMA.

University of Alabama.

1. Psychology, History of Education, Principles of Education.
2. No. 3. Yes. 4. It is called the School of Philosophy and Education.
5. One professor and a "fellow;" $2000 and home.
6. (a) Sixty, twenty of whom were teachers. (b) Seventy, of whom twenty-five are teachers.
7. (a) Yes. (b) No.
8. (a) No. (b) Accompanied by and under the direction of our professor, students observe the work of the city schools.

Extract from letter of Professor Buchner:

"Many of our graduates and outgoing students who do not complete a degree course go into teaching without ever having taken any of the education or philosophy courses. Each year I am surprised to learn of the number of last year students who are teaching. The idea seems to still prevail widely that anyone can teach and that educational study is unnecessary. I can not give you any definite statistics further than to say about as many of such students teach as those who take the courses with a view to teach. I am happily finding that there is an increasing number of students taking history of education who never expect to teach."

ARKANSAS.

The University of Arkansas.

1. Introductory Psychology, Teaching and Management, Methods, History of Education, Educational Psychology, Child Study, School Supervision, Primary Methods, Laboratory Work.
2. Yes. 3. Yes, though we have something different in that we have a course of study leading to the L. I. In this respect it is as answered under (2). 4. No.
5. (a) One. (b) Head of Department. (c) $2000.
6. (a) 175 to 200. (b) About same as last.
7. (a) Very little. (b) No. Lack of practice school.
8. (a) No.

FLORIDA.

University of Florida.

Extract from letter of President Andrew Sledd:

"We do not give in this university any work along the lines indicated by you; nor have we any printed matter bearing upon that subject."

GEORGIA.

University of Georgia.

1. History of Education, Science and Philosophy of Education, Principles of Education (including Method), School Management, Supervision, etc.
2. No. 3. It is. 4. Philosophy and Education are still combined.
5. (a) One. (b) Full professor. (c) $2000.
6. (a) Forty. (b) Thirty-four.
7. (a) Yes. (b) No.
8. (a) No. (b) Through reports, criticisms, discussions.

LOUISIANA.

Tulane University of Louisiana.

1. None.

Extract from note of Dean Dillard:

"We have University Extension Lectures and Courses of Study which are attended by the teachers in the city."

MISSISSIPPI.

University of Mississippi.

2. Yes. 3. No.
5. (a and b) One professor of pedagogy, one professor of psychology, one associate professor, and one instructor. (c) $6700.
6. (a) About forty. (b) About forty taking pedagogical work with other work.
7. (a) Yes. (b) No.
8. (a) No; in schools in neighboring towns. (b) Under our professors, schools are visited and observations made.

Extract from note of Chancellor Fulton:

"We have our *Department of Education* organized, but our students in it invariably take some other work in College, and many in it are not studying for the pedagogical degree."

MISSOURI.

University of Missouri.

1. History of Education, Theory of Teaching, Elementary Education,

Secondary Education, Educational Psychology, School Systems, School Supervision, etc.

2. Yes.

5. (a) Three. (b) Two professors and one assistant professor. (c) $6750.

6. (a) 100. (b) 157.

7. (a) Yes. (b) Yes.

8. (a) Partly. (b) The work of our "Practice School" is supervised thoroughly by the Teachers College Faculty; the teaching of our students in town school is slightly supervised by us now but will be more fully supervised in future.

NORTH CAROLINA.

University of North Carolina.

1. The Science of Education, the Art of Teaching, the Philosophy of Education, the General History of Education, Child Study, Herbartian Pedagogy, American Education.

2. No. 3. Yes. 4. No.

5. One full professor. (c) $2000.

6. (b) Fifty.

7. (a) No. (b) No.

8. No.

OKLAHOMA.

University of Oklahoma.

1. History of Education, Principles of Education, Organization and Administration of School Systems.

2. No. 3. Yes. 4. At present given by the teacher of Philosophy because so few students apply for Education.

5. (a) One. (b) Professor. (c) $1500.

6. (a) Two. (b) Two.

7. (a) Yes. (b) No.

8. (a) No. (b) The observation is directed by the professor, and reports of it are read by him.

SOUTH CAROLINA.

South Carolina College.

1. History and Theory of Education (open to Juniors and Seniors), Special Pedagogics (especially for normal scholars).

2. Yes. (Note.—A four-year course leading to A. B. degree, a three-year course leading to L. I. degree, and a two-year special course.)

5. Professors of pedagogy, English, history, mathematics, biology, physics. (c) $9500.

6. (a) Eighteen in normal course leading to A. B. degree, and 385 special normal. (b) Ninety-four in all normal classes.
7. (b) Yes.
8. (a) In public schools of city. (b) Professor of pedagogy supervises.

TENNESSEE.

University of Tennessee.

1. History of Education, Science and Art of Teaching, Educational Classics, Domestic Science, Manual Training.
2. Yes.
5. (a) Three. (b) Full professors.
6. (a) About seventy-five. (b) About forty.
7. (a) Not now. (b) Not now.
8. (a) It was.

Note.—Work of department temporarily somewhat disorganized owing to passing conditions. Old status will probably soon be recovered.

Vanderbilt University.

1. Extract from letter of Chancellor Kirkland:

"I am very sorry to say that Vanderbilt University makes no provision whatever for the professional education of teachers. I am hoping that our means will justify the creation of a special chair at some time in the near future. Many of our students go into the schoolroom and engage in teaching for a number of years after leaving college. There is, therefore, all the more reason why we should try to equip them professionally."

TEXAS.

Baylor University.

1. History of Education, School Management, Principles of Method and Special Didactics, Child Study, Educational Hygiene, Educational Psychology, Philosophy of Education, School Organization and Supervision.
2. No. 3. Yes.
5. (a) One. (b) Same as others. (c) $1200.
6. (a) About eighty-five. (b) About seventy-five.
7. (a) Yes. (b) No.
8. (a) No. (b) As time and opportunity allow.

Fort Worth University.

1. None. 2. Not this year—will be next.

Southwestern University.

1. Only the courses of the summer normal.

Texas Christian University.

1. (1) Course in common branches; (2) Course in Psychology; (3) Course in History of Education.
3. It is organized as a school.
5. (a) Two, besides the work done in the fundamental branches in the preparatory department. (b) One of these professors ranks with the college professors; one, with the preparatory teachers. (c) Salary same as paid to regular college professors.
6. This is the first year of the organization of this school.
7. Not as yet. We have not reached that point yet. We have made proposition to the public school for such affiliation as to permit us to use it as a practice and observation school.

Trinity University.

1. Summer courses only. 5. (a) Five. 6. (a) 104.

University of Texas.

1. School Management, Method of the Recitation, Educational Psychology, Psychology of Development, History of Education, Philosophy of Education, Child Study, Seminary on Educational Problems, School Supervision, Advanced Psychology, Method in Mathematics, Method in Latin, Method in Botany, Method in Manual Training.
2. Yes, in progress of organization as the Department of Education.
3. Has been hitherto the School of the Science and Art of Education.
5. (a and b) One professor, one associate professor, one tutor, one fellow, one student assistant, and four instructors in special method. Each of the last named have other work in their special schools. (c) $6070.
6. (a) 149. (b) 145.
7. (a and b) No. The need for both observation and practice teaching has long been felt, and plans are now maturing for introducing effective work on both lines next year.

VIRGINIA.

University of Virginia.

Extract from letter of President Alderman:

"There is no professional school for the training of teachers in connection with the University of Virginia. I hope to establish such a school before many years. We do have an extensive summer school of methods here at the university during the summer, with over a thousand teachers in attendance and a very able faculty. It is needless for me to tell you that I believe in such schools, and when they are established I believe they will rank with the best schools in any university."

Washington and Lee University.

Extract from letter of President Denny:

"We have no department or school of education connected with this

institution. Such work as is done in this direction is done incidentally as part of the work of the school of philosophy and other schools in which the material included in such courses is usually found."

WEST VIRGINIA.

West Virginia University.

1. Sixteen courses in History and Philosophy of Education, School Systems, Supervision, Art of Teaching, Religious Education, Seminaries, etc.
2. No. 3. Yes. 4. No.
5. (a) One, with some assistance. (b) Full professor. Our summer school gives additional work by able lecturers of national reputation.
6. Not enrolled separately.
7. (a) Yes. (b) No.
8. (a) No. (b) Done with model classes in our university buildings under absolute control of our Department of Education.

Replies received from some institutions not located in the South.

Brown University.

1. History of Education, Modern Education, Principles of Education, Psychology of Education, Hygiene of Education, Practical Introduction to Teaching, Secondary Education, Training in Practical Teaching, Seminary in Education Problems.
3. It is organized as a sub-department under the department of Philosophy.
4. It is *not* given incidentally.
5. (a and b) I have fourteen who assist me in the practice work, two Ph. D.'s, five A. M.'s, one A. B. and six normal school graduates. (c) Small.
6. (a) About 130 registrations. (b) About 180 registrations.
7. (a) Yes. (b) Yes.
8. (a) No, not under *direct* control. (b) Continuously and directly.

University of California.

1. Twenty-one courses in the Practice of Teaching, School Supervision, the History of Education, the Theory of Education, School Systems, Seminary of Special Problems, Study of Children, School Hygiene, Secondary Education, Visitation of Secondary Schools, Special Studies, the Educational Theory of Herbart, Educational Method, Seminaries, History of American Education, the High School, Charities and Corrections. (Note.—Junior standing and General Psychology, prerequisite to above.)
2. Not yet, but plans looking to that end are now under consideration.
3. Department of Education ranking with department of Latin, etc.
4. No.

5. (a) Six in department of Education; about a dozen in special subjects. (b) They range all the way from "lecturer" and "instructor" to "full professor." (c) Department of Education alone, $10,600.

6. (a) Fall semester, 369; spring semester, 428. This is aggregate of enrollment list of all courses given, and so includes some duplicates. (b) 314, including duplicates.

7. (a) Yes, optional. (b) Optional as yet; to be required by 1906.

8. (a) Not yet, but plans are making for the setting up of such a school next year. (b) It is directed and supervised by an assistant professor of education.

Extract from note of Professor Brown:

"Instead of a teachers' college or school of education we have as yet only a set of requirements for the teachers' recommendation, to be satisfied by courses taken as electives by students in the colleges of general culture. These are requirements covering the three items of general, professional and special knowledge. The requirements of professional knowledge is mainly satisfied by courses taken in the department of Education. The other requirements are satisfied by courses taken in other departments, as in that of English or Mathematics or Physics. After this year we require one half-year of graduate work of all candidates for teachers' recommendation, and we shall probably in the course of this year adopt a more adequate form of organization and provide for a regular practice school of both grammar and high-school grade."

University of Chicago.

1. History, Theory and Practice of Education.

2. Yes, as a school, co-ordinate with the School of Law.

4. It is given also in the department of Philosophy—the courses that count towards M. A. or Ph. D.

5. (a) Ordinarily eight. (b) Professors, assistant professors and an instructor.

6. (a) Six hundred and ninety students have been enrolled, but these are not *individual* students.

7. (a) Yes. (b) Yes.

8. (a) Yes.

Extract from letter of Mr. Locke:

"The old department of Education is still a part of the department of Philosophy in the University, but is also merged in the School of Education and the courses we formerly gave are counted both as University courses and School of Education courses. You will notice that I have said there were about 690 registrations in courses in education. It is not possible just now to say how many of these were individual students, because, owing to our quarter system there must necessarily be a number of duplications. We are, of course, in an experimental stage in working out our plans for a comprehensive School of Education, but you will be glad to know that last summer we had nearly five hundred students and this fall our registration shows an increase of about 35 per cent over last fall."

Teachers College, Columbia University.

1. Six courses in Educational Psychology, seven courses in the His-

tory and Philosophy of Education, four courses in Educational Administration, five in General Elementary Education, three in Secondary Education, and from one to four courses in Special Methods in each of nineteen academic subjects; sixty-six purely education courses; others semi-pedagogical and academic.

2. Yes, as a "faculty," in our terminology, co-ordinate with the faculties of law and medicine.

5. (a) Sixty-four. (b) Professors, adjunct professors, lecturers, instructors, tutors, assistants. (c) $268,000 for administration, instruction and departmental expenses.

6. (a) Eight hundred and fifty-five resident, 810 extension students coming to college for partial work.

7. (a) Yes. (b) Yes; at least one-third of every methods course is in observation and practice.

8. (a) Yes; two schools, 1200 pupils. (b) The professor of any subject in the college is supervisor of that subject in the schools; the superintendent of the school is the college professor of Administration.

Cornell University.

1. Principles of Education, Secondary Education, History of Education, Psychological Basis of Education, School Hygiene, Education of Defectives, Teachers' Courses in Latin, English, Greek and German, Philosophy of Education, Mental Development, Seminaries.

3. Yes. 4. No.

5. (a) Two. (b) Professor and assistant professor.

6. (a) About 130. (b) About 100.

7. (a) No. (b) No.

8. No.

NOTE.—A ruling from the State Department that college graduates can teach for two years without any professional training whatever has cut down our attendance this year. This effect will be only temporary.

University of Illinois.

1. Principles of Education, History of Education, General Method, Special Methods, Contemporary Educational Conditions, Secondary Education, Psychology of Teaching, Seminar.

2. No. 3. Yes, but called department. 4. No.

5. (a) Two. (b) Professor and assistant professor. (c) $4000.

6. (a) Seventy-two different students, 104 enrollments. (b) Eighty-one different students, 116 enrollments.

7. (a) Yes. (b) No.

8. (a) In preparatory school.

State University of Iowa.

1. Twenty-three courses in the Principles of Education, General and Special Pedagogy, Methodology, History of Education, Philosophy of Education, Seminars for Undergraduates and for Graduates, etc.

2. No. 3. Yes. (We term each of these a "department," and the work in Education constitutes one such department.)

5. (a) Two full time. (b) One full professor and one assistant professor; one lecturer gives a few lectures each year, as does the high school inspector. (c) $3700.

6. (a) One hundred and forty. (About thirty-five were in our summer session only.) (b) One hundred and ten.

7. (a) Some. (b) No.

8. (a) In city schools. (b) Students given directions for observation and make reports. Observation only after a course in methodology. Thus only about twenty each year do observation work. (Note.—We have no *required* work in education. Everything is offered as a free elective. The State does not recognize any professional work in the State toward teachers' certificates. We could double our numbers if it counted on State certificates.)

Leland Stanford Junior University.

1. Introduction to Educational Theories and Practice, History of Education, Elementary Schools, Secondary Schools, School Management, Education and Society, Course of Study, Principles of General Method, City School Administration, American School Systems, Thesis Work, Special Courses, Educational Psychology, Child Study, Moral Education, Herbart, Pestalozzi and Froebel, Mental and Physical Tests of School Children, Psychology of Childhood, Teachers' Courses in Greek, Latin, German, French, English, Physics and Nature Study.

3. Rather the latter; tho law and medicine have same place with us.

4. No.

5. (a) Three. (b) Associate professor, assistant professor, instructor. (c) $6000 *circa*.

6. (a) About 330. (b) Three hundred and ten.

7. (a) No. (b) No.

University of Michigan.

1. Practical Pedagogy, the Art of Study, History of Education, School Supervision, the Philosophy of Education, Social Education, Theoretical and Critical Pedagogy, Critical Estimate of Text-books, Superintendents' Roundtable, Practical Problems, Pedagogical Seminary.

2. No. 3. Yes. 4. No.

5. (a) Two and one-half, besides preparatory work in department of philosophy. (b) Two professors and one junior professor. (c) $6000.

6. (a) Two hundred and forty-seven. (b) Two hundred.

7. (a) Only the class in Administration. (b) No.

8. (a) No. (b) The class in Administration study the city schools, and neighboring city schools.

University of Minnesota.

1. (1) History of Education, (2) Philosophy of Education, (3) Educational Classics, (4) Current Problems, (5) School Organization.

2. No. 3. Yes. 4. No.

5. (a) Two. (b) Full professor and instructor (assistant). (c) $2450.
6. (a) Ninety-seven. (b) One hundred and ninety-four.
7. (a) No. (b) No.

University of Nebraska.

1. Twenty (half-year) courses. History of Education, Child Study, School Systems and Supervision, Method, Psychology, Secondary Education, Seminary, Philosophy of Education, Adolescence, the Pedagogy of the Gospels.
2. No. 3. Yes, but called "department."
5. (a) Three. (b) Professor, adjunct professor, fellow. (c) $3500.
5. (a) Two hundred and sixty-eight. (b) Two hundred and thirty-five.
7. (a) Yes, as an elective course. (b) Yes.
8. (a) Yes, in the city public schools.

School of Pedagogy, New York University.

1. History of Education, History of Ancient Philosophy, History of Modern Philosophy, Descriptive Psychology, Experimental Psychology, Educational Psychology, Social Psychology, Sociology, Logic, Research in History of Education, Philosophy of Education, Principles of Education, Research in Educational Problems, Method in English, Method in Geography, Methods in Reading, Writing and Spelling, General Method, Special Method.
2. Co-ordinate with Graduate school.
5. (a) Five. (b) Professors. (c) $12,000.
6. (a) Three hundred and two. (b) Three hundred and eight.
7. (a) No. (b) No.

NOTE.—Our students are teaching in schools in or near New York. We require certificate for two years successful teaching for graduation.

State University of North Dakota.

Abstract from letter of Professor Kennedy:

"There is a normal college at the University, extending educationally to the Junior year, if it were measured in terms of the Liberal Arts course; that is, graduates of first-class high schools can graduate from the normal college in *two years,* and thus get the normal diploma (not a degree) which is recognized by law as a certificate. In this normal curriculum, eight subjects (year courses) are required of all normal students for graduation—they are elective for others. These are given by four different members of the faculty as follows:

"(1) Education II. (A deeper and pedagogical study of Grammar, Arithmetic and Commercial Geography.) Education IV. (History and Philosophy of Education.)

"(2) Education I. (Elementary Psychology and Methods, Study of Education. Education III. (Study of Modern Educational Problems.)

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"(3) History II. (Ancient and English History.) History IV. (American History and Government.)

"(4) Nature Study.

"In all other subjects the normal students recite with students in other departments. All the professors who give the professional work and phase also teach other classes that are mixed. The four instructors receive $7200, but the normal work strictly should be charged with only half of the time of each instructor."

Ohio State University.

1. (1) Educational Psychology, (2) Educational Theories, (3) History of Education, (4) Child Study, (5) Science of Education, (6) Modern Educational Systems, (7) Course in Secondary Education, (8) Seminar.

2. No. 3. No. 4. Work given incidentally as part of the work in Arts college. Entirely elective.

5. (a) One entire time, one one-third time. (b) Professor and assistant professor. (c) $1933 for education.

6. (a) Thirty-five. (b) Forty-seven.

7. (a) No. (b) No.

University of Pennsylvania.

1. History of Education, Philosophy of Education, Methods of Education, School Administration, etc.

2. No. 3. No. 4. Part of the Graduate school work and college elective.

5. (a) One. (b) Full professor ranking with all others. (c) $2500.

6. (a) Sixty, and 200 in Saturday courses for teachers. (b) Seventy-two, and above 200.

7. (a) No. (b) No.

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